ABSTRACT

Tools of Engagement Project
Woodland Middle School
Coeur d'Alene School District 271
Dale Johnson

Imagine a classroom with 30 students working at their own pace, conducting research on the Internet about alcohol abuses for teenagers, writing a script for a 30 second Public Service Announcement, scanning images from a magazine, editing their video clips, downloading pictures from a digital camera to be edited, creating a spreadsheet with graphs of alcohol abuse, making a voiceover for their statistics on alcohol abuse and the teacher moving around the classroom assisting students as needed. And all of this is happening at the same time. This was my 8th grade classroom last week when students were in the midst of creating their own 30 second Public Service Announcements on curriculum we have studied in the first couple of months in the Coeur d'Alene School District. Students were engaged and excited about being able to demonstrate their knowledge to create their version of a Public Service Announcement from a list of previously studied topics like alcohol abuse, online safety, cyber bullying, or smoking. I look forward to seeing their final projects next week.

Students will retain the information they researched and what they used to create their Public Service Announcement much more than the worksheet or article we read and discussed on cyber bullying. Engaging students in their own learning is what makes a student's experience rich and powerful. Capitalizing on technology tools, and using these tools in meaningful ways to teach district curriculum is how I want my students spending their time in class.

Inexpensive, easy to use digital video cameras are fueling the explosion of online video sites on the Internet. Video cameras are even embedded in cell phones, music players, and a variety of other consumer devices. These developments are making it easier than ever to create, view, and remix digital video. So why not use digital video and moviemaking to engage students and bring lessons to life. By planning and creating short videos and podcasts, students can demonstrate their knowledge by producing creative video projects in such curricular areas as financial literacy, career development and digital literacy in the Consumer Science curriculum.

Funding the Tools of Engagement Project will enable my 270 students to have a valuable experience in the one semester I have to make a difference in their educational experience.

CURRENT INNOVATION

During the past eight years I have been teaching at Woodland Middle School, we have made great progress to move from a basic technology skill curriculum to a more innovative technology rich curriculum. Keyboarding skills, basic Word 2007 word processing, Excel 2007 spreadsheets, and PowerPoint 2007 presentations have either been moved to lower grade levels or do not have as much emphasis.. You need to remember, our current 8th grade students were born after the invention of Internet and use the Internet every day. Emailing and going online is in their DNA. So they come to use with a skill set unlike past generations. Keyboarding and basic technology skills are still very important, but in order to prepare these students for high school, college, and their career, we need to use more advanced technology tools for higher level thinking skills integrated into the regular school curriculum. We must also change our teaching delivery to be more of facilitator, rather than lecturer.

I believe students should have guidance and direction from their teachers, but are capable of more than just answering questions on a particular topic, or scoring well on a 50 question test. I want students to begin creating their own knowledge by reading, researching, discussing, and then demonstrating their knowledge to others in creative formats like short movies or Public Service Announcements. Using multimedia to create these projects is a powerful learning tool.

Specific curriculum has already been identified by our school district and state department of education. The bottom line is teaching our students those particular objectives. My primary focus is to make those objectives stick with the student learners. The innovative use of technology as well as innovative teaching techniques is the tool that allows teachers the ability to reach those students as best we can. I believe my technology engaging classroom is one in which students have an opportunity reach their fullest potential.

Below I have listed innovative projects that all my students complete throughout the semester in my classroom. All of these projects will assist in creating learners that have a clear understanding of the district curriculum as well as learning how to use many new technology tools.

Autobiography Movie: Students gather photos, video, and information about their life since they were small to create a 3-10 minute DVD to be taken home and enjoyed by parents and other loved ones. This serves as an introduction teaching lesson for video editing software, tools, scanner, camera, video camera, microphone, and other peripherals to be used later on the curricular projects listed below.
Financial Literacy Video: Students will choose a specific topic from our studies in financial literacy and create a short infomercial video to teach another student about a particular topic.
Digital Literacy Podcast: Students will research and develop a 1-3 minute "how to" video explaining one of the technology topics we studied during the semester.
Career Development Video: Students will create a short video to demonstrate the requirements of their career path they choose.

A skills checklist will be used to determine the level of understanding of technology skills taught during the semester. This checklist is closely aligned with the NETS document issued by ISTE. Three categories will be used when checking skills: Not proficient, Somewhat proficient, Proficient. It is our goal to have all students reach the Proficient level. Below is a shortened example.

Tool-Skill	Not Proficient	Somewhat Proficient	Proficient
Scanning an image			X
Adding an effect in a movie			X
Adding a voice over			X
Writing effective script			X

PROJECT NARRATIVE

Project Description

The Tools of Engagement Project will engage and encourage learning as students plan, write, create, and develop their own short videos on topics in our middle school curriculum. School District 271 has an emphasis in 2010 on student ENGAGEMENT. The Tools of Engagement Project incorporates student engagement and facilitates classroom innovation as students use technology tools to create their own learning. If students are motivated and engaged their performance will be at a higher level as well.
My classroom is equipped with 30 new computers which came pre-loaded with the free multimedia software to create movies, music, and presentations. The ability to easily create your own movie or compose your own music has my students engaged to a point to where they lose track of time and are surprised when I ask them to log off the computers and get ready for their next class. Capitalizing on these teachable moments where kids are truly engaged, interested and ready to learn is critical.
My classroom lacks the peripherals to make the multimedia programs work effectively. It is like having a really fast race car and no gas to make it go. Having microphones, cameras, scanners, and other peripherals will allow my classroom of students to do incredibly innovative activities that engage middle school learners. I currently have some peripherals, but not enough for a class of 25-30 to use during a 50 minute period which creates classroom management challenges.
Along with all the excitement have come a few hurdles. I have a one scanner; two flip-video cameras, one digital camera that students have been using during their first two multimedia projects this year. It has been eye opening that sharing such a small amount of equipment has made the projects so difficult to complete. Here are the two major issues the Qwest Foundation funding could help alleviate.

1. Lack of classroom peripherals: 30 students sharing too few peripherals during class time.
Solution: Make microphones, scanners, flash drives, keyboards, video and still cameras available during regular school day.
2. Lack of Equipment at Home: Students have little or no access to video or still cameras at home.
Solution: Have equipment available for checkout each night.

Allowing students the opportunity to create and demonstrate their own knowledge of a subject area by creating short videos is one of the best ways to engage creativity and true depth of knowledge in student learners. I have already witnessed how much more students are motivated in the first month of school this year by using video production in the classroom. The Tools of Engagement Project seeks to create the innovative learning environment that The Qwest Foundation was formed to encourage in our classrooms. After completing lessons in our three week financial literacy unit, each student will create their own 1-3 minute video demonstrating their knowledge of one aspect of Financial Literacy. By allowing students to create their own understanding of a difficult topic like retirement planning or budgeting, interest and engagement about retirement goes up, their knowledge about retirement increases since they have a more vested interest in creating a quality outcome in their video to be shared with other students.

Goal 1: Understand how to use peripherals (scanner, microphone, still camera, video camera, flash drives/memory cards)

Goal 2: Students will use digital video equipment and computer software to produce 1-3 minute informational videos.

Goal 3: Students will gain depth of knowledge in consumer science district curriculum.

Evaluation 1: A checklist of technology proficiency of software, hardware, and peripherals will be used for each student. A condensed example of tools and skills can be found on page 2 of this document. These are technology specific skills identified in the NETS technology standards document.

Evaluation 2: A project rubric based on 10 points per section for a total of 50 points will be used in each movie project.

1. Title slides, works cited, credits slide, copyright adherence (10 points)
2. Validity of Information (10 points)
3. Quality of information presented (10 points)
4. Voiceover, transitions, sound effects and soundtrack is appropriate (10 points)
5. Student self evaluation of their level of effort put forth on project. (10points)

Evaluation 3: End of semester district assessment will increase in scores inconsumer science curriculum.

Project team members

Dale Johnson, 8th Grade Teacher
Will provide instruction to students on a daily basis.

Jean Bengfort, Technology Director
Provides leadership and support in classroom and will assist in development ofa technology checklist.

Seth Haberman, District Technician
Provides timely onsite technology support to computers, printer and network issues.

Denny Webster, Vice Principal
Provides mentorship and leadership in classroom instruction practices.

Feasibility

This project is currently being implemented successfully on a smaller scale in my classroom. Funding from the Qwest Foundation will allow my students access to the tools to go to the next level in creating interesting and engaging digital media. My consumer science course at Woodland Middle School is a required semester class for all 8th grade students each year. My class lays the groundwork for approximately 270 students' technology skills before they arrive at Coeur d'Alene and Lake City High School their 9th grade year.

I have been using technology in the classroom for over 15 years with students in elementary and middle schools as well as teaching integrating technology into the classroom courses to K-12 teachers at the University of Idaho, Coeur d'Alene. Along with my teaching experience, I have a Masters of Education degree in Curriculum with an emphasis in Technology from the University of Idaho. My educational experience and expertise using technology in the classroom is another important factor for the foundation of the future success of this project.

Sustainability

This project is sustainable in my classroom as well as other classrooms in our school district. My classroom has been a model and pilot for the ever changing role of technology in the our district consumer science curriculum. By working hand in hand the past 8 years with the District Technology Director, Jean Bengfort, District Curriculum Director, Rosie Astorqia and my School Vice Principal, Denny Webster, we have made major and minor adjustments that have trickled throughout our large school district consumer science classrooms at other schools in our district. The Tools of Engagement Project will be another step in the process of equipping our students with the technology tools, skills and depth of knowledge of using those tools in an appropriate manner.

School/District Support

Students, teachers, and administrators in my building, the district office and leaders from the technology field in the Northwest support my efforts to provide this innovative and engaging project to Coeur d'Alene students.

Student, This is by far my favorite class. I want all my classes to have the computers and video cameras like Mr. J's class.

Heidi Rogers, CEO for Northwest Council for Computer Education (NCCE)
The Northwest Council for Computer Education is pleased to recognize Dale Johnson as one our most innovative educators. As an organization, it is critical when we employ instructors for us to hire the most dedicated, creative, educators in the northwest. Mr. Johnson is one of our trainers for he exemplifies a top notch educator.

Rosie Astorquia, Coeur d'Alene Director of Secondary Education
Dale Johnson is an innovative, creative and inspiring educator. Through the integration of technology into the curriculum he has motivated his students to engage and have fun while learning. He is truly a leader in the area of technology integration.

Jean Bengfort, Coeur d'Alene District Technology Director
Dale Johnson continually strives to create learning environments that incorporate innovative projects using a variety of technologies. He is willing to take the extra time necessary to expose students to technology tools such as digital cameras, scanners, and flip cameras. He designs activities that tap student creativity by having them create original products and develop their ability to express themselves through technology.

Jim Lien, Woodland Middle School Principal
Dale Johnson is not only master teacher but is a leader in our school and district. He is constantly developing and implementing innovative technology uses for his classroom. His work ethic is incredible and always follows through on any project he tackles.

Chad Odenthal, Woodland Middle School 8th grade Social Studies Teacher
Dale Johnson continues to give students valuable technological skills that they can take into the real world.

Anticipated Outcomes/Impact

The primary impact of this project is higher levels of student engagement in the classroom, greater depth of knowledge, and demonstration of knowledge in curricular and technology skills. Long gone are the days of teachers lecturing for 50 minutes while students sit quietly in their seats. Students of today want to be engaged more in their learning. They want to be active learners. This project affords students the opportunity to be actively involved in their own learning as they work together alongside their teacher to create short videos, presentations and podcasts to demonstrate their learning of critical skills in financial literacy, career development, and digital literacy. This hands-on, minds-on approach is the crux of the Tools of Engagement Project.

A secondary outcome/impact will be the development of a technology skills checklist. Jean Bengfort, District Technology Director, and I are working on producing a technology skills and tools checklist for 8th grade students required by the Idaho State Department of Education. This checklist will be based upon the International Society for Technology in Education's (ISTE) National Educational Technology Standards and Performance Indicators for Students. This checklist will be used for all 270 students in the 8th grade at Woodland Middle School. Eventually this technology checklist will be refined and used at the other two middle schools in our district. Here is the short example of the type of skills from the NETS document for students we will be developing to use for each 8th grade student.

PROJECT SCOPE AND SEQUENCE

The project scope and sequence will mirror the past projects we have completed. With the extra funding from the Qwest Foundation Grant, projects will be completed in a more timely manner and we will be able to double the amount of projects we complete. Below is a table of a scope and sequence for the 2nd semester and into next year.

Date	Milestone Event/ Project
January 2011	*Materials ordered and set up*
February 2011	*Autobiography Project* Students will learn how to use movie editing software, scanner, camera, microphone, Quicktime software, flash drives, SD memory cards to make their own 3-10 minute DVD to share with their family.
March/April 2011	*Public Service Announcements-PSA* Students will identify an audience to present a PSA from previous learning activities such as online safety, cyber bullying, dangers of alcohol and smoking
March/April 2011	*Digital Literacy Teaching Video* Students will create a how to video for future students from a list of technology skills needed for the 21st Century. Examples could be: Copyright rules, making a voiceover, how to scan a photo, using the Internet for effective research, using a flash drive
May 2011	*Financial Literacy Podcast* Students will create an infomercial about one aspect of our financial literacy curriculum. Examples to be created are: Budgeting, saving money, stock market investing, taxes, Rule of 72, 401K/403B investments
June 2011	*Now What?* Students will create a short video to predict what their future holds for them. Where will they go to high school? What will they explore after high school? What type of career will they choose? What impact has school or someone in your life had on you to help you achieve your goals? These are just a few questions they will answer as they reflect and predict their lives ahead.
February-June 2011	*Checklist of Technology Skills* A checklist of specific technology skills will be used to ensure all 8th grade students have learned the necessary skills for advancement into high school. An example table of those skills can be found in the goals and objective section.
June 2011	*Video footage collected and produced* A 5-10 video will be created to highlight the success of the Tools of Engagement Project and sent to the Idaho Department of Education by October 2011. Submit online report to Idaho State Department of Education.
June-October 2011	*Grant Project information shared* I will share Tools of Engagement Project with summer technology classes I teach for NCCE as well as within my school district technology meetings and inservices.

BUDGET NARRATIVE

Each student does not need full access to all the equipment all of the time. The equipment below will be shared amongst the 25-30 students in each of my 5 classes each semester. I have 30 new computers for students but do not have an adequate number of peripherals or software to make the video production accessible to my students. Much of their time is currently spent waiting on equipment and software or coming in before school, lunch, or after school to have better access to equipment. All items from the proposed budget will be used throughout the entire year since this is not a one week shot in the dark type project. Many of our students do not have access to technology equipment at home. Therefore, equipment will be available for overnight checkout. This equipment will be used daily by over 270 students each year for as long as the equipment is in working order or remains relevant to the end users.

If funding is not granted through the Qwest Foundation, I will continue to seek grant funds from other sources. It is no secret that education funding in all districts in Idaho is at a level not seen in many years. Our district will be making major cuts again this year, so technology is one of those items that is easy for a district to cut. It will be many years before our district will be able to afford these extras that make such a huge impact.

Six items needed in each number 1-5 for checkout and shared classroom use:
1. Firewire cable: In order to download video into the computer from digital video cameras a special connection cable is needed.
2. Microphone: Quality voice-over production is an important element of public service announcements and other productions.
3. Scanner: These scanners are used to scan primary source information from magazines, newspapers and photos.
4. Digital Still Camera: Digital cameras are used to take photos to be used in the projects.
5. Video Camera: Video cameras are used to film action video footage for projects.

One item needs:
6. Desktop PC: The older teacher computer is not able to run the presentation programs for demonstration purposes or student presentations.
7. Digital HD Classroom Projector and replacement bulb: Projector will allow teacher to demonstrate skills to the entire class and students to present projects to classmates when completed.
8. Apple TV: This device allows student computer presentations to be sent to wirelessly through their computer to the teacher computer connected directly to projector.

Other needs:
9. Quicktime Pro Software: Most student camera phones or other video equipment will not download directly to video production software. This inexpensive software will allow video files, especially camera phone formats to be imported and exported for easy use.
10. Memory Card and storage media: Each new camera will need a memory card.
11. Delivery: Shipping and delivery of some items will be free, this will cover the items without free shipping and delivery.

BUDGET SPREADSHEET:

Activity	Materials and Supplies	Capital Objects	Quantity	Price per unit	Sub Total
1. Video Editing		Firewire cables	6	$29.95	$179.70
2. Voice editing		Microphone	6	$150.00	$900.00
3. Scanning Images		Scanner	6	$89.00	$534.00
4. Still Image Capture		Digital Still Camera	6	$129.00	$774.00
5. Video Capture		Digital Video Camera	6	$375.00	$2,250.00
6. Student Presentations		Desktop PC	1	$1,850.00	$1,850.00
7. Student Presentations		Digital HD projector	1	$1,750.00	$1,750.00
8. Student Presentations		Apple TV	1	$99.00	$99.00
9. Video editing		Quicktime Software	30	$29.00	$870.00
10. Memory Cards	DVD-R Disks, SD Cards		1	$300.00	$300.00
11. Delivery		shipping/handling	1	$250.00	$250.00

GRAND TOTAL	$9,756.70

Qwest Foundation for Education
Competitive Sub-grant Proposal Assurance Sheet

Project Title: **Tools of Engagement**　　Amount of Request: $ **9,756.70**

Name of Certificated Teacher (or "lead teacher" if more than one): **Dale Johnson**

Name of School currently teaching at: **Woodland Middle School**

District Name: **Coeur d'Alene**　　District Number: **271**

Total number of teachers involved (if more than one): **1**

Approximate number of students impacted: **270**　　Grade level(s) impacted: **8**

Content area(s) impacted: **Consumer Economics/Science**

I certify that if I receive a Qwest Foundation for Education Grant –
- I agree to create a 5-minute video highlighting my project for the purposes of sharing best practices with other Idaho K-12 teachers.
- I agree to do one presentation on my project to other Idaho K-12 teachers before October 31, 2011.
- I agree to submit an electronic report to the Idaho State Department of Education before October 31, 2011.

Superintendent Name (print)	E-mail	Telephone
Hazel Bauman	hbauman@cdaschools.org	208-664-8241
Signature　*Hazel E Bauman*		
Principal Name (print)	E-mail	Telephone
Jim Lien	jlien@cdaschools.org	208-667-5996
Signature　*Jim Lien*		
Teacher or Lead Teacher Name (print)	E-mail	Telephone
Dale Johnson	djohnson@cdaschools.org	208-667-5996
Signature　*Dale John...*		
Technology Director (print)	E-mail	Telephone
Jean Bengfort	jbengfort@cdaschools.org	208-664-8241 x251
Signature　*Jean Bengfort*		

Submit one digital copy (PDF format) of your proposal by November 19, 2010 via e-mail to:
Jimmy Takata
jtakata@sde.idaho.gov
208.332.6937

*Only one PDF file per teacher applicant will be accepted (this includes the Assurance Sheet). Faxes will not be accepted.